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ABSTRACT

Teachers need more help from school counselors, school psychologists, and testing programs. Summary profiles are an excellent way to quickly and pithily communicate information. The profile included is applicable to Wechsler Scales: WISC, WBI, WBII, and WAIS. In part, the profile is also applicable to the WPPSI. (Author)

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WECHSLER INTELLIGENCE SCALE PROFILE FOR TEACHERS

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Abstract

Teachers need more help from school counselors, school psychologists, and testing programs. Summary profiles are an excellent way to quickly and pithily communicate information. The Profile included is applicable to Wechsler Scales: WISC, WBI, WBII, and WAIS. In part, the Profile is also applicable to the WPPSI.

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Teachers need more help from testing programs. Are testing programs truly useful? Do they do much more than classify students and thereby possibly shift them from one program or class to another? How many students are involved in this kind of gross programming?

What about individual programming? Do tests truly help here? This may be too much to expect from group tests with all their vagaries, but what about individual tests? Does a busy teacher have the time to wade through a lengthy report? Does she profit from the information of a brief report?

Summary profiles are an excellent way to quickly and pithily communicate information. Most profiles, however, are for the use of the examiner, not for the use of the teacher. A teacher would need education and training in test-psychology to understand the denotations. Would she remember the meanings of the denotations during the critical periods of programming? Would it not be simpler to describe the input and output of the subtests for her.

This is done in the following Profile for teachers. The descriptions presented come from the professional literature (Glasser & Zimmerman, 1967; Ogdon, 1967; Rapaport, Gill & Schafer, 1967; Wechsler, 1958) for the interpretation of the Wechsler Scales, and consider the Wechsler Intelligence Scale for Children (WISC), Wechsler Bellevue I (W-BI), Wechsler Bellevue II (W-BII), and the Wechsler Adult Intelligence Scale

(WAIS). This Profile is also applicable, in large part, for the Wechsler Preschool and Primary Scale of Intelligence (WPPSI).

With this kind of information, a teacher could use her ingenuity in directly overcoming a deficit in a student's cognitive, perceptual, and/or motor functioning. Or, she could indirectly overcome a deficit by using a student's strength to overcome a weakness. That is to say, in the latter instance, educationally pair a definite strength with a weakness in order to overcome the weakness. This profile is recommended to school psychologists, counselors, and teachers.

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See also: Zimmerman, Irla Lee, and Woo-Sam, J. M. (In collaboration with A. J. Glasser). The Clinical Interpretation of the Wechsler Adult Intelligence Scale. New York: Grune & Stratton, 1972.

Name: D.: W.I.: P.I.Q.:
School: Grade: Test: Examiner:

Verbal Scale

1. Information: Answer questions calling for common information. ABILITY REQUIRED: memory, but not rote memory, rather the ability to remember specific facts, words, etc., which are part of an individual's fund of information; partially determined by the wealth of information from home and school. In essence, this subtest calls into operation remote memory, ability to comprehend, associative thinking, as well as the student's interests and reading background.
2. Comprehension: Answer common sense questions. ABILITY REQUIRED: emphasizes conventional rather than creative judgment. It requires "common sense," practical judgment, and self-direction; suggests the emotionally relevant use of one's assets with regard to the situation and focuses on social competence. This subtest is influenced by one's ability to verbalize.
3. Arithmetic: Mentally solve arithmetic problems. ABILITY REQUIRED: numerical reasoning, concentration--it requires the direct focusing of attention and meaningful manipulation of complex thought patterns. Also, the ability to translate word problems into arithmetic operations is appraised.
4. Similarities: Tell how two things are alike. ABILITY REQUIRED: emphasizes fundamental verbal concept formation and logical thinking, as well as the ability to generalize and to use abstract verbal reasoning. Calls into operation associative thinking, remote memory, ability to comprehend, interest and reading patterns, and the ability to select and verbalize appropriate relationships between two objects or concepts.
5. Vocabulary: Tell the meanings of words. ABILITY REQUIRED: memory and concept formation are of prime importance. This subtest is often considered to be primarily dependent upon the wealth of early educational environment; gives an indication of a person's learning ability, fund of information, richness of ideas, kind and quality of language, and abstract thinking.
6. Digit Span: Repeat from memory, numbers given orally--forward or backward. ABILITY REQUIRED: primarily involves ability to pay attention rather than memorize; immediate auditory recall; the ability to understand and master methods of grouping operations. With digits backward, concentration is important. It appraises the client's mental alertness.

Performance Scale

1. Picture Completion: Tell what is missing in various pictures. ABILITY REQUIRED: taps the function of attention and concentration, especially the latter. Required is some awareness of detail, as well as the ability to distinguish essentials from non-essentials.
2. Picture Arrangement: Arrange pictures in proper sequence to tell a story. ABILITY REQUIRED: to anticipate the consequences of initial acts or situations; reflects one's planning, anticipation, and interpretation of social situations; visual organization is also a factor. Judgment and attention also appear to be related, as well as, perception and visual comprehension. May indicate social alertness and common sense.
3. Block Design: Arrange colored blocks to match printed design. ABILITY REQUIRED: reproductive visual-motor coordination, as well as, perceptual organization and spatial visualization. Also, it involves versatility in problem solving and concept formation. Measures perception, analysis, synthesis, and reproduction of abstract designs. Logic and reasoning can be applied to space relationships.
4. Object Assembly: Arrange pieces of a jigsaw puzzle correctly. ABILITY REQUIRED: visual-motor coordination, also requires anticipation and visual organization; tests perceptual organization and ability to assemble material drawn from life into a meaningful whole. Also appraised, is the ability to see spatial relationships.
5. Digit Symbol or Coding: Copy marks from a code in corresponding places. ABILITY REQUIRED: taps concentration and visual motor coordination, psychomotor speed, as well as, visual rote learning. Also, calls for the ability to absorb new material presented in an associative manner.

Very Low	Low	Low Average	Average	High Average	High	Very High
1	4	7	10	13	16	19

WECHSLER INTELLIGENCE SCALE SUMMARY SHEET

Name C.A. F.S.I.Q. V.I.Q. P.I.Q.

School Grade: Date: Examiner

Verbal Scale

1. Information: Answer questions calling for common information. ABILITY REQUIRED: memory, but not rote memory, rather the ability to remember specific facts, words, etc., which are part of an individual's frame of reference: partially determined by the wealth of information from home and school. In essence, this subtest calls into operation remote memory, ability to comprehend, associative thinking, as well as the student's interests and reading background.

2. Comprehension: Answer common sense questions. ABILITY REQUIRED: emphasizes conventional rather than creative judgment. It requires "common sense," practical judgment, and self-direction; suggests the emotionally relevant use of one's assets with regard to the situation and focuses on social competence. This subtest is influenced by one's ability to verbalize.

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